

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in math | % |
|---|--|----------------------------------|---------------|
| Retained at native institution | First developmental or college math courses taken: | | |
| | Took developmental course | 169 | 93.9% |
| | Took at college level, placed out of dev. with inst. exam | 1 | 0.6% |
| | Took at college level without taking dev. or placing out | 6 | 3.3% |
| | Did not take subject, did not place out of dev. with inst. exam | 4 | 2.2% |
| | Total | 180 | 100.0% |
| | <i>Took developmental course or placed out in math?</i> | | |
| | Took dev./suppl. education or placed out | 170 | 94.4% |
| Not retained at native institution | Did not take dev./suppl. education or place out | 10 | 5.6% |
| | First developmental or college math courses taken: | | |
| | Took developmental course | 86 | 76.8% |
| | Took at college level without taking dev. or placing out | 2 | 1.8% |
| | Did not take subject, did not place out of dev. with inst. exam | 24 | 21.4% |
| | Total | 112 | 100.0% |
| | <i>Took developmental course or placed out in math?</i> | | |
| | Took dev./suppl. education or placed out | 86 | 76.8% |
| | Did not take dev./suppl. education or place out | 26 | 23.2% |

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in math | % |
|--------------------------------------|---|--------------------------|--------|
| Total students underprepared in math | First developmental or college math courses taken: | | |
| | Took developmental course | 255 | 87.3% |
| | Took at college level, placed out of dev. with inst. exam | 1 | 0.3% |
| | Took at college level without taking dev. or placing out | 8 | 2.7% |
| | Did not take subject, did not place out of dev. with inst. exam | 28 | 9.6% |
| | Total | 292 | 100.0% |
| | <i>Took developmental course or placed out in math?</i> | | |
| | Took dev./suppl. education or placed out | 256 | 87.7% |
| | Did not take dev./suppl. education or place out | 36 | 12.3% |

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in English | % |
|---|--|-------------------------------------|---------------|
| | First developmental or college English course taken: | | |
| Retained at native institution | Took developmental course | 91 | 79.1% |
| | Took at college level, placed out of dev. with inst. exam | 5 | 4.3% |
| | Took at college level without taking dev. or placing out | 10 | 8.7% |
| | Did not take subject, did not place out of dev. with inst. exam | 9 | 7.8% |
| | Total | 115 | 100.0% |
| | <i>Took developmental course or placed out in English?</i> | | |
| | Took dev./suppl. education or placed out | 96 | 83.5% |
| | Did not take dev./suppl. education or place out | 19 | 16.5% |
| Not retained at native institution | First developmental or college English course taken: | | |
| | Took developmental course | 50 | 69.4% |
| | Took at college level, placed out of dev. with inst. exam | 1 | 1.4% |
| | Took at college level without taking dev. or placing out | 5 | 6.9% |
| | Did not take subject, placed out of dev. with inst. exam | 1 | 1.4% |
| | Did not take subject, did not place out of dev. with inst. exam | 15 | 20.8% |
| | Total | 72 | 100.0% |
| | <i>Took developmental course or placed out in English?</i> | | |
| | Took dev./suppl. education or placed out | 52 | 72.2% |
| | Did not take dev./suppl. education or place out | 20 | 27.8% |

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in English | % |
|--|--|-----------------------------|---------------|
| Total students underprepared in English | First developmental or college English course taken: | | |
| | Took developmental course | 141 | 75.4% |
| | Took at college level, placed out of dev. with inst. exam | 6 | 3.2% |
| | Took at college level without taking dev. or placing out | 15 | 8.0% |
| | Did not take subject, placed out of dev. with inst. exam | 1 | 0.5% |
| | Did not take subject, did not place out of dev. with inst. exam | 24 | 12.8% |
| | Total | 187 | 100.0% |
| | <i>Took developmental course or placed out in English?</i> | | |
| | Took dev./suppl. education or placed out | 148 | 79.1% |
| | Did not take dev./suppl. education or place out | 39 | 20.9% |

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in reading | % |
|---|--|-------------------------------------|---------------|
| Retained at native institution | First developmental reading or college social science course taken: | | |
| | Took developmental course | 54 | 58.1% |
| | Took at college level, placed out of dev. with inst. exam | 25 | 26.9% |
| | Took at college level without taking dev. or placing out | 10 | 10.8% |
| | Did not take subject, placed out of dev. with inst. exam | 3 | 3.2% |
| | Did not take subject, did not place out of dev. with inst. exam | 1 | 1.1% |
| | Total | 93 | 100.0% |
| | <i>Took developmental course or placed out in reading?</i> | | |
| | Took dev./suppl. education or placed out | 82 | 88.2% |
| | Did not take dev./suppl. education or place out | 11 | 11.8% |
| Not retained at native institution | First developmental reading or college social science course taken: | | |
| | Took developmental course | 35 | 56.5% |
| | Took at college level, placed out of dev. with inst. exam | 10 | 16.1% |
| | Took at college level without taking dev. or placing out | 1 | 1.6% |
| | Did not take subject, placed out of dev. with inst. exam | 7 | 11.3% |
| | Did not take subject, did not place out of dev. with inst. exam | 9 | 14.5% |
| | Total | 62 | 100.0% |
| | <i>Took developmental course or placed out in reading?</i> | | |
| | Took dev./suppl. education or placed out | 52 | 83.9% |
| | Did not take dev./suppl. education or place out | 10 | 16.1% |

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Murray State University

| | | Underprepared in reading | % |
|---|---|-----------------------------|---------------|
| Total students underprepared in reading | First developmental reading or college social science course taken: | | |
| | Took developmental course | 89 | 57.4% |
| | Took at college level, placed out of dev. with inst. exam | 35 | 22.6% |
| | Took at college level without taking dev. or placing out | 11 | 7.1% |
| | Did not take subject, placed out of dev. with inst. exam | 10 | 6.5% |
| | Did not take subject, did not place out of dev. with inst. exam | 10 | 6.5% |
| | Total | 155 | 100.0% |
| | <i>Took developmental course or placed out in reading?</i> | | |
| | Took dev./suppl. education or placed out | 134 | 86.5% |
| | Did not take dev./suppl. education or place out | 21 | 13.5% |

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

| <i>Murray State University</i> | | |
|---|------------|---------------|
| | N | % |
| <i>Grade in first developmental math course</i> | | |
| A | 35 | 12.6% |
| B | 87 | 31.4% |
| C | 81 | 29.2% |
| F/E | 49 | 17.7% |
| Unofficial withdrawal (0 pts) | 3 | 1.1% |
| Withdrew | 22 | 7.9% |
| Total | 277 | 100.0% |
| <i>Successful completion of first developmental math course</i> | | |
| Did not successfully complete first course | 74 | 26.7% |
| Successfully completed first course | 203 | 73.3% |

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004*Murray State University*

| | N | % |
|--|------------|---------------|
| <i>Grade in first developmental English course</i> | | |
| A | 9 | 5.9% |
| B | 60 | 39.5% |
| C | 44 | 28.9% |
| F/E | 14 | 9.2% |
| Passing on P/F | 13 | 8.6% |
| Withdrew | 12 | 7.9% |
| Total | 152 | 100.0% |
| <i>Successful completion of first developmental English course</i> | | |
| Did not successfully complete first course | 26 | 17.1% |
| Successfully completed first course | 126 | 82.9% |

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

| <i>Murray State University</i> | | |
|--|-----------|---------------|
| | N | % |
| <i>Grade in first developmental reading course</i> | | |
| F/E | 9 | 9.4% |
| Passing on P/F | 80 | 83.3% |
| Withdrew | 7 | 7.3% |
| Total | 96 | 100.0% |
| <i>Successful completion of first developmental reading course</i> | | |
| Did not successfully complete first course | 16 | 16.7% |
| Successfully completed first course | 80 | 83.3% |

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

Murray State University

| | Grade in first college-level math course | | | | | Students taking college-level math |
|---|--|--------------|--------------|-------------|--------------|------------------------------------|
| | A | B | C | D | F | |
| Prepared | 34.3% | 30.6% | 16.9% | 8.1% | 10.1% | 823 |
| Underprepared, took dev. course or placed out | 6.1% | 24.3% | 41.7% | 12.2% | 15.7% | 115 |
| Underprepared, no dev. course or placement out | 14.3% | 14.3% | 14.3% | 57.1% | . | 7 |
| All students | 30.7% | 29.7% | 19.9% | 9.0% | 10.7% | 945 |

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

Murray State University

| | | Students taking college-level math | Grade in first college-level math course | |
|--|---|------------------------------------|--|-------|
| | | | A-C | D-F |
| Students' preparation level | | | | |
| Prepared | Total | 823 | 81.8% | 18.2% |
| | Developmental courses or placements in math: | | | |
| | Took developmental course | 62 | 74.2% | 25.8% |
| | Took at college level without taking dev. or placing out | 761 | 82.4% | 17.6% |
| Underprepared, took dev. course or placed out | Total | 115 | 72.2% | 27.8% |
| | Developmental courses or placements in math: | | | |
| | Took developmental course | 114 | 71.9% | 28.1% |
| | Took at college level, placed out of dev. with inst. exam | 1 | . | . |
| Underprepared, no dev. course or placement out | Total | 7 | 42.9% | 57.1% |
| | Developmental courses or placements in math: | | | |
| | Took at college level without taking dev. or placing out | 7 | 42.9% | 57.1% |

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

Murray State University

| | Grade in first college-level English course | | | | | Students taking college-level English |
|---|---|--------------|--------------|-------------|-------------|---------------------------------------|
| | A | B | C | D | F | |
| Prepared | 43.5% | 30.8% | 13.9% | 4.8% | 7.0% | 876 |
| Underprepared, took dev. course or placed out | 29.2% | 31.9% | 26.5% | 4.4% | 8.0% | 113 |
| Underprepared, no dev. course or placement out | 13.3% | 46.7% | 20.0% | 13.3% | 6.7% | 15 |
| All students | 41.4% | 31.2% | 15.4% | 4.9% | 7.1% | 1,004 |

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

Murray State University

| | | Students taking college-level English | Grade in first college-level English course | |
|--|---|---------------------------------------|---|-------|
| | | | A-C | D-F |
| Students' preparation level | | | | |
| Prepared | Total | 876 | 88.2% | 11.8% |
| | Developmental courses or placements in English: | | | |
| | Took developmental course | 6 | 66.7% | 33.3% |
| | Took at college level without taking dev. or placing out | 870 | 88.4% | 11.6% |
| Underprepared, took dev. course or placed out | Total | 113 | 87.6% | 12.4% |
| | Developmental courses or placements in English: | | | |
| | Took developmental course | 108 | 87.0% | 13.0% |
| | Took at college level, placed out of dev. with inst. exam | 5 | . | . |
| Underprepared, no dev. course or placement out | Total | 15 | 80.0% | 20.0% |
| | Developmental courses or placements in English: | | | |
| | Took at college level without taking dev. or placing out | 15 | 80.0% | 20.0% |

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

Murray State University

| | Grade in first college-level social science course | | | | | Students taking college-level social science |
|---|--|--------------|--------------|--------------|-------------|--|
| | A | B | C | D | F | |
| Prepared | 16.5% | 32.3% | 29.3% | 13.7% | 8.2% | 987 |
| Underprepared, took dev. course or placed out | 2.2% | 20.0% | 37.8% | 25.6% | 14.4% | 90 |
| Underprepared, no dev. course or placement out | . | 27.3% | 27.3% | 36.4% | 9.1% | 11 |
| All students | 15.2% | 31.3% | 30.0% | 14.9% | 8.7% | 1,088 |

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

Murray State University

| | | Students taking college-level social science | Grade in first college-level social science course | |
|--|---|--|--|-------|
| | | | A-C | D-F |
| Students' preparation level | | | | |
| Prepared | Total | 987 | 78.1% | 21.9% |
| | Developmental courses or placements in reading: | | | |
| | Took developmental course | 11 | 45.5% | 54.5% |
| | Took at college level, placed out of dev. with inst. exam | 1 | . | . |
| | Took at college level without taking dev. or placing out | 975 | 78.5% | 21.5% |
| Underprepared, took dev. course or placed out | Total | 90 | 60.0% | 40.0% |
| | Developmental courses or placements in reading: | | | |
| | Took developmental course | 56 | 53.6% | 46.4% |
| | Took at college level, placed out of dev. with inst. exam | 34 | 70.6% | 29.4% |
| | Underprepared, no dev. course or placement out | Total | 11 | 54.5% |
| Developmental courses or placements in reading: | | | | |
| Took at college level without taking dev. or placing out | | 11 | 54.5% | 45.5% |

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

Murray State University

| | | Institutional retention | | | System retention | |
|---|--|--------------------------------------|---|--------------|---|---|
| | | Retained at native institution | Not retained at native institution | | Retained at any KY PSE institution | Not retained in KY PSE system |
| Students' preparation level | | | | | | |
| Prepared | Total | 1,074 | 77.5% | 22.5% | 83.4% | 16.6% |
| | Developmental courses or placements in math: | | | | | |
| | Took developmental course | 97 | 69.1% | 30.9% | 75.3% | 24.7% |
| | Took at college level without taking dev. or placing out | 803 | 84.2% | 15.8% | 89.0% | 11.0% |
| | Did not take subject, did not place out of dev. with inst. exam | 174 | 51.1% | 48.9% | 62.1% | 37.9% |
| Underprepared, took dev. course or placed out | Total | 256 | 66.4% | 33.6% | 75.4% | 24.6% |
| | Developmental courses or placements in math: | | | | | |
| | Took developmental course | 255 | 66.3% | 33.7% | 75.3% | 24.7% |
| | Took at college level, placed out of dev. with inst. exam | 1 | . | . | . | . |
| Underprepared, no dev. course or placement out | Total | 36 | 27.8% | 72.2% | 38.9% | 61.1% |
| | Developmental courses or placements in math: | | | | | |
| | Took at college level without taking dev. or placing out | 8 | 75.0% | 25.0% | 87.5% | 12.5% |
| | Did not take subject, did not place out of dev. with inst. exam | 28 | 14.3% | 85.7% | 25.0% | 75.0% |

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

Murray State University

| | | Institutional retention | | System retention | | |
|---|--|--------------------------------------|---|---|---|--------------|
| | | Retained at native institution | Not retained at native institution | Retained at any KY PSE institution | Not retained in KY PSE system | |
| Students' preparation level | | | | | | |
| Prepared | Total | 1,179 | 76.1% | 23.9% | 82.6% | 17.4% |
| | Developmental courses or placements in English: | | | | | |
| | Took developmental course | 6 | 83.3% | 16.7% | 100.0% | . |
| | Took at college level without taking dev. or placing out | 1,012 | 78.6% | 21.4% | 84.5% | 15.5% |
| | Did not take subject, did not place out of dev. with inst. exam | 161 | 60.2% | 39.8% | 70.2% | 29.8% |
| Underprepared, took dev. course or placed out | Total | 148 | 64.9% | 35.1% | 73.0% | 27.0% |
| | Developmental courses or placements in English: | | | | | |
| | Took developmental course | 141 | 64.5% | 35.5% | 73.0% | 27.0% |
| | Took at college level, placed out of dev. with inst. exam | 6 | 83.3% | 16.7% | 83.3% | 16.7% |
| | Did not take subject, placed out of dev. with inst. exam | 1 | . | . | . | . |
| Underprepared, no dev. course or placement out | Total | 39 | 48.7% | 51.3% | 53.8% | 46.2% |
| | Developmental courses or placements in English: | | | | | |
| | Took at college level without taking dev. or placing out | 15 | 66.7% | 33.3% | 66.7% | 33.3% |
| | Did not take subject, did not place out of dev. with inst. exam | 24 | 37.5% | 62.5% | 45.8% | 54.2% |

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Murray State University

| | | Institutional retention | | System retention | | |
|--|--|--------------------------------------|---|---|---|--------------|
| | | Retained at native institution | Not retained at native institution | Retained at any KY PSE institution | Not retained in KY PSE system | |
| Students' preparation level | | | | | | |
| Prepared | Total | 1,210 | 75.9% | 24.1% | 82.3% | 17.7% |
| | Developmental courses or placements in reading: | | | | | |
| | Took developmental course | 12 | 75.0% | 25.0% | 75.0% | 25.0% |
| | Took at college level, placed out of dev. with inst. exam | 1 | . | . | . | . |
| | Took at college level without taking dev. or placing out | 1,002 | 80.9% | 19.1% | 86.6% | 13.4% |
| | Did not take subject, placed out of dev. with inst. exam | 1 | . | . | . | . |
| | Did not take subject, did not place out of dev. with inst. exam | 194 | 49.5% | 50.5% | 60.3% | 39.7% |
| Underprepared, took dev. course or placed out | Total | 134 | 61.2% | 38.8% | 70.1% | 29.9% |
| | Developmental courses or placements in reading: | | | | | |
| | Took developmental course | 89 | 60.7% | 39.3% | 69.7% | 30.3% |
| | Took at college level, placed out of dev. with inst. exam | 35 | 71.4% | 28.6% | 77.1% | 22.9% |
| | Did not take subject, placed out of dev. with inst. exam | 10 | 30.0% | 70.0% | 50.0% | 50.0% |

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Murray State University

| | | Institutional retention | | System retention | | |
|---|--|---|---|---|--|--------------|
| | | Retained at native institution | Not retained at native institution | Retained at any KY PSE institution | Not retained in KY PSE system | |
| Underprepared, no dev. course or placement out | Total | 21 | 52.4% | 47.6% | 57.1% | 42.9% |
| | Developmental courses or placements in reading: | | | | | |
| | Took at college level without taking dev. or placing out | 11 | 90.9% | 9.1% | 90.9% | 9.1% |
| | Did not take subject, did not place out of dev. with inst. exam | 10 | 10.0% | 90.0% | 20.0% | 80.0% |

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

Murray State University

| | | Credential-seeking entering class of 2004 | GPA at end of first year |
|---|--|---|--------------------------------|
| Students' preparation level | | | |
| Prepared | Total | 1,074 | 2.65 |
| | Developmental courses or placements in math: | | |
| | Took developmental course | 97 | 2.17 |
| | Took at college level without taking dev. or placing out | 803 | 2.82 |
| | Did not take subject, did not place out of dev. with inst. exam | 174 | 2.13 |
| Underprepared, took dev. course or placed out | Total | 256 | 2.23 |
| | Developmental courses or placements in math: | | |
| | Took developmental course | 255 | 2.23 |
| | Took at college level, placed out of dev. with inst. exam | 1 | . |
| Underprepared, no dev. course or placement out | Total | 36 | 0.87 |
| | Developmental courses or placements in math: | | |
| | Took at college level without taking dev. or placing out | 8 | 2.11 |
| | Did not take subject, did not place out of dev. with inst. exam | 28 | 0.51 |

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

Murray State University

| | | Credential-seeking entering class of 2004 | GPA at end of first year |
|---|--|---|--------------------------------|
| Students' preparation level | | | |
| Prepared | Total | 1,179 | 2.61 |
| | Developmental courses or placements in English: | | |
| | Took developmental course | 6 | 2.13 |
| | Took at college level without taking dev. or placing out | 1,012 | 2.66 |
| | Did not take subject, did not place out of dev. with inst. exam | 161 | 2.32 |
| Underprepared, took dev. course or placed out | Total | 148 | 2.10 |
| | Developmental courses or placements in English: | | |
| | Took developmental course | 141 | 2.11 |
| | Took at college level, placed out of dev. with inst. exam | 6 | 2.12 |
| | Did not take subject, placed out of dev. with inst. exam | 1 | . |
| Underprepared, no dev. course or placement out | Total | 39 | 1.52 |
| | Developmental courses or placements in English: | | |
| | Took at college level without taking dev. or placing out | 15 | 1.97 |
| | Did not take subject, did not place out of dev. with inst. exam | 24 | 1.24 |

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

Murray State University

| | | Credential-seeking entering class of 2004 | GPA at end of first year |
|---|--|---|--------------------------------|
| Students' preparation level | | | |
| Prepared | Total | 1,210 | 2.57 |
| | Developmental courses or placements in reading: | | |
| | Took developmental course | 12 | 2.04 |
| | Took at college level, placed out of dev. with inst. exam | 1 | . |
| | Took at college level without taking dev. or placing out | 1,002 | 2.71 |
| | Did not take subject, placed out of dev. with inst. exam | 1 | . |
| | Did not take subject, did not place out of dev. with inst. exam | 194 | 1.84 |
| Underprepared, took dev. course or placed out | Total | 134 | 2.24 |
| | Developmental courses or placements in reading: | | |
| | Took developmental course | 89 | 2.11 |
| | Took at college level, placed out of dev. with inst. exam | 35 | 2.58 |
| | Did not take subject, placed out of dev. with inst. exam | 10 | 2.19 |
| | | | |
| Underprepared, no dev. course or placement out | Total | 21 | 1.67 |
| | Developmental courses or placements in reading: | | |
| | Took at college level without taking dev. or placing out | 11 | 2.30 |
| | Did not take subject, did not place out of dev. with inst. exam | 10 | 0.98 |

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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